STATE TEACHERS COLLEGE AT WORCESTER

Catalog 1957-1958

The Commonwealth of Massachusetts

STATE TEACHERS COLLEGE
AT
WORCESTER

Established 1871

Accredited by:

National Council for Accreditation of Teacher Education

New England Association of Colleges and Secondary Schools

Member of:

Massachusetts Council on Teacher Education

New England Teacher-Preparation Association

Eastern States Association of Professional Schools for Teachers

American Association of Colleges for Teacher Education

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TABLE OF CONTENTS

State Department of Education 4

State Board of Education 4

Faculty 5

Schools of Observation 6

Office Personnel 6

Health Services 6

College Calendar 6

General Information 9

Requirements for Admission 10

Requirements for Promotion and Graduation 13

Expenses 14

Veteran Education 15

Scholarships 20

Curricula Offered 24

Description of Courses 24

Master's Degree Program 38

The Commonwealth of Massachusetts

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RUTH V. SOMERS, A.B., A.M.	Education and Supervision
WALTER BUSAM, A.B., A.M., Ph.D.	Dean of Men
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ROBERT J. PATTERSON, B.S., Ed.M.	Health Education and Biological Sciences
S. WILLIS RUDY, B.S., M.A., Ph.D.	Social Sciences
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PAUL A. HOLLE, A.B., M.S., Ph.D.	Biological Sciences
HELEN G. SHAUGHNESSY, B.S., Ed.M.	Supervision and Elementary Education
HELEN THOMPSON, A.B., A.M.	Mathematics
ROBERT E. TODD, A.B., A.M.	English
VINCENT R. DeBENEDICTIS, A.B., A.M.	French
ACHILLE A. JOYAL, A.B., A.M.	Psychology
FRANCIS G. WALETT, B.S., A.M., Ph.D.	Social Sciences

Supervisors of Laboratory Experiences

ELIZABETH V. FOSTER, B.S., Ed.M., Ed.D., Director

LENA A. WEST, B.S., Ed.M.

MADELIN A. WILMARTH, B.S., Ed.M.

JOHN E. SULLIVAN, A.B., Ed.M.

Schools of Observation

May Street — Tatnuck School

(Affiliated with State Teachers College for the purpose of observation and participation)

May Street School

MARY E. V. SHEA	Principal
HELEN KENNEY	Kindergarten
DOROTHY McQUEENEY	Grade 3
GERTRUDE C. SULLIVAN	Grade 3
PAUL F. O'NEIL	Grades 5-6

Tatnuck School

WINIFRED C. KENNEDY	Principal
LAURA M. CONNOR	Grade 1
MARGARET J. SHEA	Grade 2
AGNES S. ROUGVIE	Grades 5-6

Office Personnel

WILLIAM J. BUTLER	Principal Bookkeeper
GEORGE R. FRIEND	Senior Bookkeeper
FRANCES T. PARK	Senior Clerk
CATHERINE M. HEALY	Junior Clerk

Health Services

CHARLES J. JAWORSKI, M.D.	College Physician
AUGUSTA H. KRESSLER, M.D.	College Physician
ALICE B. SAWYER, R.N.	College Nurse

COLLEGE CALENDAR

1957 - 1958

Sept. 11-17, 1957	Orientation of Freshmen
Sept. 16, 1957	Registration—all classes
Sept. 17, 1957	Classes begin
Nov. 11, 1957	Veterans' Day
Nov. 27, 1957	Thanksgiving recess begins at noon
Dec. 2, 1957	Classes resumed
Dec. 19, 1957	Christmas recess begins
Jan. 2, 1958	Classes resumed
Jan. 20-24, 1958	Semester examinations
Jan. 27, 1958	No classes
Jan. 28, 1958	Second semester begins
Feb. 15, 1958	Winter recess begins
Feb. 24, 1958	Classes resumed

April 4, 1958	Good Friday
April 12, 1958	Spring recess begins
April 21, 1958	Classes resumed
May 30, 1958	Memorial Day
May 29-June 5, 1958	Final examinations
June 1, 1958	Baccalaureate
June 6, 1958	Class Day
June 7, 1958	Alumni Day
June 8, 1958	Commencement

1958 - 1959

Sept. 10-16, 1958	Orientation of Freshmen
Sept. 15, 1958	Registration—all classes
Sept. 16, 1958	Classes begin
Oct. 13, 1958	Columbus Day observation
Nov. 11, 1958	Veterans' Day
Nov. 26, 1958	Thanksgiving recess begins at noon
Dec. 1, 1958	Classes resumed
Dec. 18, 1958	Christmas recess begins
Jan. 5, 1959	Classes resumed
Jan. 19-23, 1959	Semester examinations
Jan. 26, 1959	No classes
Jan. 27, 1959	Second semester begins
Feb. 21, 1959	Winter recess begins
March 2, 1959	Classes resumed
March 27, 1959	Good Friday
April 18, 1959	Spring recess begins
April 27, 1959	Classes resumed
May 29-June 4, 1959	Final examinations
May 31, 1959	Baccalaureate
June 5, 1959	Class Day
June 6, 1959	Alumni Day
June 7, 1959	Commencement

GENERAL INFORMATION

History

The establishment of the State Teachers College at Worcester was authorized by legislative resolve in 1871. At that time it was called the State Normal School at Worcester, the name which it retained until 1932.

The purpose of the college was set forth in 1880 by the State Board of Education in the following resolution:

"The design of the State Normal School is strictly professional, that is, to prepare in the best possible manner the pupils for the work of organizing, governing, and teaching in the public schools of the Commonwealth."

In 1880, through the cooperation of the Superintendent of Schools and of the School Committee of Worcester, a plan of apprenticeship for the students in training was inaugurated in the city public schools. This plan is still in successful operation.

In 1921, the four-year course, leading to the degree of Bachelor of Science in Education, was established.

In 1929, the Legislature authorized erection of a new building on twenty acres provided by the City of Worcester at May and Chandler Streets. Under appropriations in 1930 and 1931 the new plant was completed and first occupied in January 1932.

In 1932, the name of the institution was changed by Act of Legislature to State Teachers College at Worcester.

The first degrees of Master of Education were awarded in 1949.

Student Activities

Through the activities of the clubs the students find social enjoyment and valuable experience. All students are expected to participate in at least one of the following groups:

The Acorn
Association of Childhood Education
Cercle Francais
Robert W. Fox Memorial Debating Society
Dramatic Club
Future Teachers of America
Geography Club
Glee Clubs
International Relations Club
Kappa Delta Pi, National Scholastic Honor Society
Literary Club
Mathematics Club
Music Appreciation Club
Newman Club
Student Christian Association
Student Advisory Council
Women's Athletic Association
Men's Athletic Association

REQUIREMENTS FOR ADMISSION*

I. Submission of "Application for Admission" and "High School Record."

Every candidate for admission to a State Teachers College or the Massachusetts School of Art is required to submit to the College of his choice:

1. A completed form entitled "APPLICATION FOR ADMISSION TO A STATE TEACHERS COLLEGE."

2. Through the high school principal, his high school record on a form entitled "HIGH SCHOOL RECORD" which includes "RATINGS OF PERSONAL CHARACTERISTICS."

These forms may be obtained from the high school or college and should be filed early in the senior year, particularly in the cases of certified or upper quarter students.

II. Time of Admission.

1. Certified applicants, IV, A, Plan I, and upper quarter applicants, IV, B, Plan II, may file an application and may be admitted provisionally on or after October 1 of the senior year. Final acceptance is contingent on the maintenance of a high school record for the first two marking periods or the first half of the senior year which meets the requirements of Plan I or Plan II.

Plan I and Plan II candidates whose applications are received on or after the date of the administration of any examination may be admitted immediately if there is no waiting list (see VI). If there is a waiting list, the procedure outlined in VI applies.

2. Applicants not certified nor in the upper quarter may submit applications on or after October 1 of the senior year, but must await the results of examinations before being accepted for admission. It is to the advantage of these candidates to submit their applications in advance of the first examination, but applications will be accepted for the succeeding examinations.

III. General Qualifications.

Every candidate for admission as a regular student must meet the following requirements:

1. Health.

The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

2. High School Graduation.

The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

***New "Requirements for Admission" will become effective September 1, 1959. These will be found on Pages 14, 15, 16, 17, and 18.**

3. Completion of Fifteen Units of High School Work.

The "HIGH SCHOOL RECORD" must show the completion of fifteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. Personal Characteristics.

The "RATING OF PERSONAL CHARACTERISTICS" and the moral character of the candidate must, in the judgment of the President of the Teachers College, warrant the admission of the candidate.

IV. Methods of Admission.

A. Plan I. Admission by Certificate.

The privilege of certification is extended to public and private schools and academies in the Commonwealth of Massachusetts. The Teachers Colleges will accept the certificating grade regularly established by the individual school for college entrance. Units of certification will be determined on the same basis as units of credit, subject to the restrictions of this bulletin.

The Department of Education reserves the right to withdraw the privilege of certification from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers Colleges.

Admission by certificate is granted to candidates who present work of certificating grade in 12 units as follows: Seven from the prescribed list below and five others from the list given under 2 below. The number of units offered for certification is subject to the restriction of 2 below. The additional three units of the 15 required units may consist of any work which the high school accepts in partial fulfillment of its graduation requirements. Personal interviews are required.

1. Prescribed (7 Units).

English	3 units
American History and Civics	1 unit
Algebra	1 unit
Geometry	1 unit
Science	1 unit

2. Distribution of Units for Certified Applicants.

The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following: English, 3 units; Social Studies, 4 units; Science, 3 units; Foreign Language, 5 units (no credit accepted for less than 2 units of any one language); mathematics, 3 units.

In the case of subjects which continue for two years, the grade for the last year must be a certificating grade in order that both units may be accepted for certification. If the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year, must be a certificating grade in order that 3 or 4 units may be accepted for certification.

In the case of English, only 3 units will be accepted among the required 12 units. A fourth unit of English may be accepted as one of 3 additional units.

B. Plan II. Admission by Upper Quarter Standing.

Students in the upper quarter of the high school or college preparatory class are eligible for admission without examination, provided that they have completed fifteen units, and have received passing grades in the seven units listed as "Prescribed." Personal interviews are required.

C. Plan III. Admission by Examination.

Students who are not eligible for admission by certificate or by reason of upper quarter standing, as described in the foregoing, but who possess a high school diploma or its equivalent, and are interested in teaching, may be admitted to the Teachers Colleges on the successful completion of aptitude tests prescribed by the Department of Education. Personal interviews are required. If the result of the personal interview is favorable, the standing of the applicant will be determined by the scholastic and personality records and examination scores.

V. Waiting Lists.

If the number of applicants qualified for admission, following the administration of any of the entrance examinations exceeds the number that the facilities of the College will accommodate, the scholastic records and the rating of personal characteristics of **all** applicants, excepting those who have already been provisionally or finally admitted, (See II), will be evaluated in accordance with the method stated below:

(a) Scholarship will be allowed a maximum of 75 points for 15 units of work.

(b) Personality will be allowed a maximum of 25 points.

As a basis for computing the total score from the scholastic record, as submitted by the high school principal, a mark of "A" will be allowed 5 points; "B" 4 points; "C" 3 points; "D" 2 points.

As a basis for computing the personality record, which includes ten characteristics exclusive of health, a mark of "Excellent" will be allowed 2½ points; "Good" 2 points; "Fair" 1½ points; "Poor" 1 point.

Certified candidates and upper-quarter candidates will be admitted first and in that order, as determined by their total scholastic and personality rating scores.

Candidates for admission by examination will then be admitted in order of their standing as determined by their total scholastic and personality rating and examination scores.

Waiting lists will remain in force until after the succeeding examination when new waiting lists will be established. Vacancies occurring between examinations will be filled from the established list.

VI. Place and Time of Examinations.

Regular examinations are given in any of the State Teachers Colleges as scheduled below. Candidates are reminded, however, that in a number of the Teachers Colleges the full complement of students may be admitted as a result of the January examinations and that the number admitted later may be limited to replacements for withdrawals. Students who wish to take examinations at a Teachers College other than the one for which they are applying should notify in advance the president of the college to which they are applying.

SCHEDULE OF APTITUDE TESTS FOR 1958

(All day—beginning at nine o'clock)

January 24, March 21, June 3, September 4

VII. Admission as Advanced Students.

Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department.

College Year Begins

September 16, 1957 — September 15, 1958

REQUIREMENTS FOR ADMISSION

(Effective September 1, 1959)

I. General Qualifications.

Every candidate for admission as a regular student must meet the following requirements:

1. Health.

The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

2. High School Graduation.

Candidate must have a high school diploma or equivalent preparation.

3. Completion of Sixteen Units of High School Work.

The "HIGH SCHOOL RECORD" must show the completion of sixteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. Personal Interview.

A satisfactory personal interview of each candidate by faculty members of the college is required.

5. Personal Characteristics.

The results of the personal interview and the moral character of the candidate must, in the judgment of the President of the Teachers College, warrant the admission of the candidate. The recommendation of the high school principal will be given consideration in determining the fitness of the candidate for the profession of teaching.

II. Submission of "Application for Admission" and "High School Record."

Every candidate for admission to a State Teachers College or the Massachusetts School of Art is required to submit to the College of his choice:

1. A completed form entitled "APPLICATION FOR ADMISSION TO A STATE TEACHERS COLLEGE."

2. Through the high school principal, his high school record on a form entitled "HIGH SCHOOL RECORD" which includes "RATINGS OF PERSONAL CHARACTERISTICS."

These forms may be obtained from the high school or college and should be filed early in the senior year.

III. Time of Admission.

1. Applicants may file an application and may be admitted provisionally under Plan I below on or after October 1 of the senior year. Final acceptance is contingent on the maintenance of a high school record for the first two marking periods or the first half of the senior year which meets the requirements for admission by academic evaluation.

Plan I candidates whose applications are received on or after the date of the administration of any examination may be admitted immediately if there is no waiting list (see VI.). If there is a waiting list, the procedure outlined in VI. applies.

2. Applicants not granted provisional admission under Plan I may submit applications on or after October 1 of the senior year, but must await the results of examination before being accepted for admission. It is to the advantage of these candidates to submit their applications in advance of the first examination, but applications will be accepted for the succeeding examinations.

IV. Methods of Admission.

A. Plan I. Admission by Academic Evaluation.

The privilege of admission by academic evaluation is extended to public and private schools and academies in the Commonwealth of Massachusetts.

The Department of Education reserves the right to withdraw the privilege of admission by academic evaluation from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers Colleges.

Admission by academic evaluation is granted to candidates as follows: On the basis of A=4, B=3, C=2, D=1, candidiates who have an average of not less than 3.0 in the highest 16 units of high school work will be admitted without examination.

1. Prescribed — These 16 units must include the following 8 units:

English (including Grade XII) . .	4 units
American History and Government .	1 unit
Algebra	1 unit*
Geometry	1 unit*
Biology, or Physics, or Chemistry .	1 unit

2. Distribution of Units for Applicants Admitted by Evaluation

The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following: English, 4 units; Social Studies, 4 units; Science, 4 units; Foreign Language, 5 units (no credit accepted for less than 2 units

*Only one unit of Algebra or Geometry is required for admission by academic evaluation to the Business Education course at the State Teachers College at Salem.

of any one language); mathematics, 4 units; Business Subjects, 2 units**; Fine and Industrial Arts, 2 units**; Home Economics, 2 units**; and Physical Education, 1 unit***.

B. Plan II. Admission by Examination.

Students who are not eligible for admission by academic evaluation as described in the foregoing, but who possess a high school diploma or its equivalent, are interested in teaching, and qualify under the General Qualifications stated under I., may be admitted to the Teachers Colleges on the successful completion of aptitude and/or other tests prescribed by the Department of Education, provided they present high school credits in the following subjects:

English through Grade XII . . .	4 units
American History and Government .	1 unit
Mathematics	2 units
Science	1 unit

The standing of the applicant will be determined by the examination scores and the prescribed high school credits.

Candidates may take examinations not more than twice for any academic year.

V. Admission of Students to the Massachusetts School of Art and to the Music Department of the State Teachers College at Lowell.

Students seeking admission to the Massachusetts School of Art, in addition to meeting the regular requirements for admission, are required to pass an Art Aptitude Test and present evidence of special preparation to enter the Massachusetts School of Art. Students seeking admission to the Music Department of the State Teachers College at Lowell, in addition to meeting the regular requirements for admission, are required to pass a Music Aptitude Test and demonstrate ability in music. Details in regard to the types of tests and examinations to be used may be had from the State Teachers College at Lowell and the Massachusetts School of Art.

VI. Waiting Lists.

If the number of applicants qualified for admission, following the administration of any of the entrance examinations, exceeds the number that the facilities of the College will accommodate, a waiting list will be established. The position of a candidate on the waiting list will be determined as follows:

**In these fields one additional unit beyond the maximum may be granted as follows: In Business Education, Home Economics, Industrial Arts, Art, and Music to candidates applying respectively for admission to the Business Education program at Salem, the Home Economics program at Framingham, the Industrial Arts program at Boston and Fitchburg, all programs in the Massachusetts School of Art, and the Music program at Lowell.

***One unit granted for the Physical Education major program at Bridgewater only.

A. Plan I candidates:

The position of these candidates will be determined according to the numerical evaluation as described under IV. A.

B. Plan II candidates:

The position of these candidates will be determined according to a numerical grade including an evaluation of the prescribed high school credits and the entrance examination score.

The eight prescribed high school credits will be evaluated as follows:

A = 4
B = 3
C = 2
D = 1

Vacancies occurring between examinations will be filled from the established list. Candidates on a waiting list will have preference over all candidates (whether Plan I or Plan II) who become eligible for admission at subsequent examination dates.

REQUIREMENTS FOR PROMOTION AND GRADUATION

1. A system of quality points is in force in all of the State Teachers Colleges and the Massachusetts School of Art. Under this system, grades will be given the following values: A - 4 to 5, B - 3 to 3.9, C - 2 to 2.9, D - 1 to 1.9, E - 0.

2. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester-hour course with a rating of "4" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

3. The average of the grades required for promotion or graduation is two. Students with an average of less than two must withdraw from college unless permission to repeat the year is given by the Director of Teachers Colleges on the recommendation of the President for such reasons as illness, home difficulties, etc.

4. Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked "incomplete" unless 80 per cent of the work has been done at the time of discontinuance.)

5. The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.

6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or, in

the case of electives, other approved courses must be taken and passed either in approved summer sessions, or, when possible, during the regular college year. Continuing subjects, in which "E" grades have been received, must be successfully repeated before the student may take advanced work. Deficiencies incurred during the first three years must be removed by courses taken not later than the termination of the first semester of the senior year. Deficiencies incurred during the first semester of the senior year may be removed in the second semester.

7. The grade for a repeated or alternate course will be recorded in the college records as follows: "Repeated or alternate course ..... passed at .....
(Name) (College)
with a grade of ....."

EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget.

I. Fee for Residents of Massachusetts

$100.00 a year: $50.00 to be paid at the opening of the college year in September and $50.00 at the opening of the second semester.

II. Fee for Non-Residents of Massachusetts

$400.00 a year: $200.00 to be paid at the opening of the college year in September and $200.00 at the opening of the second semester.

III. Fee for All Students

Each applicant for admission to a Massachusetts State Teachers College or the Massachusetts School of Art must pay a registration fee of $10.00 following notification of acceptance of admission. This fee will be deducted from the tuition of students who attend and will be forfeited by those who do not attend. Refunds for students leaving the college within six weeks after the beginning of the semester will be based on the regularly-established schedule of refunds, minus the registration fee. This regulation became effective for students entering on or after September 1, 1955.

IV. Additional Expenditures for All Students

A student assessment of $15.00 is charged each student, $7.50 payable at the beginning of each semester. This fee is to cover the following items for the entire year:

1. Shower fee

2. College parties
3. Admission to all public performances of the Dramatic and Glee Clubs
4. College publications
5. Benevolences
6. Expenses of Student Advisory Council
7. Expenses of New York Conference
8. Expenses of miscellaneous activities
9. Admission to athletic contests

V. Textbooks and Supplies

Students are expected to meet the expense of all necessary textbooks and supplies at an approximate cost of $50.00 a year.

VETERANS EDUCATION

The College is an approved institution for providing education for the returned veteran under Public Laws No. 346, No. 16, and No. 550.

Scholarship Tea

SCHOLARSHIPS FOR STUDENTS IN THE COLLEGE

For Freshmen Only

The William B. Aspinwall Scholarship
The M. Harriette Bishop Scholarship
The Nancy Burncoat Scholarship
The Gold Star Scholarship (Daughter or Son of Veteran only)

For Freshmen or Upperclassmen

The Alumni Scholarship
The Tryphosa Bates-Batcheller Scholarship
The Esther Forbes Scholarship
The Newman Club Scholarship
The Olive Higgins Prouty Scholarship
The Student Christian Association Scholarship

For Upperclass Woman Student

The Esther C. Averill Scholarship

Each scholarship pays $100.00 and is assigned to selected students on the basis of scholarship and need. In addition to these outright grants, the President of the College has at his disposal funds which may be borrowed by deserving students according to their needs. Applications for scholarships should be made by Apr. 1.

We Learn
That We May Teach

Science

Memories Are

Tennis

Girls' Lounge

Made of These

Queen

PROGRAM LEADING TO THE BACHELOR OF SCIENCE IN

Elementary School Curriculum

General Education

Freshman	Periods	Semester Hours
English Composition I	3	3
Principles of Effective Speech	1	½
Physical Education	2	½
Health Education	1	1
Introduction to Mathematics	3	3
Biology	4	3
Adjustment and Mental Hygiene	3	3
World History	3	3
Elective	3	3
	23	20
English Composition II	3	3
Principles of Effective Speech	1	½
Physical Education	2	½
Health Education	1	1
Biology	4	3
History of Western Civilization	3	3
Elective	3	3
	17	14

Sophomore	Periods	Semester Hours
Improvement of Handwriting	1	½
Voice and Diction	1	½
Survey of American Literature	3	3
Physical Education	2	½
Physical Science	4	3
Music	3	3
United States History	3	3
Principles of Geography	3	3
	20	16½
Art Essentials	3	3
Voice and Diction	1	½
Survey of English Literature	3	3
Physical Education	2	½
Physical Science	4	3
Government	3	3
Geography of North America	3	3
First Aid	1	½
	20	16½

Elective Courses

Freshman	Periods	Semester Hours
Early Childhood Education I	3	3
Advanced Study of French	3	3
College Algebra and Solid Geometry	3	3
World Affairs	3	3
Early Childhood Education II	3	3
Advanced Study of French	3	3
College Algebra and Solid Geometry	3	3
World Affairs	3	3

Sophomore	Periods	Semester Hours
No Electives		
No Electives		

EDUCATION DEGREE

Elementary School Curriculum

Junior	Periods	Semester Hours
Art as Education	2	2
Curriculum Development	6	4
Teaching of Handwriting	1	½
Teaching of Reading	3	3
Physical Education	2	½
Teaching of Arithmetic	3	3
Teaching of Music	2	2
Educational Psychology	3	3
	22	18
Apprenticeship		12
Educational Seminar	1	0
Oral Interpretation	1	½
Child Psychology	2	2
	4	14½

Senior	Periods	Semester Hours
History and Philosophy of Education	2	2
Children's Language and Literature	4	4
Physical Education	2	½
Nature Study	2	2
Economics	2	2
Teaching of Social Studies	2	2
Regional Geography — Western Hemisphere	3	3
	17	15½
Measurement and Evaluation	3	3
Contemporary Literature	3	3
Physical Education	2	½
Teaching of Science	2	2
Mental Hygiene	2	2
Sociology	2	2
Regional Geography — Eastern Hemisphere	3	3
	17	15½

39½

Elective Courses

Junior	Periods	Semester Hours
Early Childhood Education III (optional)	3	3
No Electives		

Senior	Periods	Semester Hours
Early Childhood Education IV (optional)	3	3
No Electives		

PROGRAM LEADING TO THE BACHELOR OF SCIENCE IN

Junior and Senior High School Curriculum

General Education

Freshman	Periods	Semester Hours
English Composition I	3	3
Principles of Effective Speech	1	½
Physical Education	2	½
Health Education	1	1
Introduction to Mathematics	3	3
Biology	4	3
Adjustment and Mental Hygiene	3	3
World History	3	3
Elective	3	3
	23	20
English Composition II	3	3
Principles of Effective Speech	1	½
Physical Education	2	½
Health Education	1	1
Biology	4	3
History of Western Civilization	3	3
Elective	3	3
	17	14

Sophomore	Periods	Semester Hours
Improvement of Handwriting	1	½
Voice and Diction	1	½
Survey of American Literature	3	3
Physical Education	2	½
Physical Science	4	3
United States History	3	3
Principles of Geography	3	3
Elective	3	3
	20	16½
Voice and Diction	1	½
Survey of English Literature	3	3
Physical Education	2	½
Physical Science	4	3
Government	3	3
Geography of North America	3	3
Elective	3	3
	19	16

Elective Courses

Freshman	Periods	Semester Hours
Advanced Study of French	3	3
College Algebra and Solid Geometry	3	3
World Affairs	3	3
Advanced Study of French	3	3
College Algebra and Solid Geometry	3	3
World Affairs	3	3

Sophomore	Periods	Semester Hours
Exploring the Arts	4	3
Modern Literature	3	3
Survey of French Literature	3	3
Introduction to Mathematical Analysis	3	3
History of Modern Europe	3	3
Exploring the Arts	4	3
19th Century Poetry	3	3
Survey of French Literature	3	3
Introduction to Mathematical Analysis	3	3
Education for Citizenship	3	3

EDUCATION DEGREE

Junior and Senior High School Curriculum

Junior	Periods	Semester Hours
Secondary Education	2	2
Physical Education	2	½
First Aid	1	½
Mental Hygiene	2	2
Music	3	3
Art Essentials	3	3
Electives	6	6
	19	17
Curriculum Development	6	4
Reading in Junior and Senior High School	3	3
Physical Education	2	½
Educational Psychology	3	3
Electives	6	6
	20	16½

Senior	Periods	Semester Hours
Apprenticeship		12
Educational Seminar	1	0
Psychology of Adolescence	2	2
	3	14
History and Philosophy of Education	2	2
Measurement and Evaluation	3	3
Physical Education	2	½
Sociology	3	3
Economics	3	3
Electives	6	6
	19	17½

12

191 = 3

Elective Courses

Junior	Periods	Semester Hours
Choose one subject from each group		
Group I		
17th Century French Literature	3	3
Climatology	3	3
Calculus	3	3
Group II		
Shakespeare	3	3
Ancient History	3	3
Choose one subject from each group		
Group I		
Advanced French Composition	3	3
Physiography	3	3
Introduction to General Chemistry	3	3
Group II		
18th Century Literature	3	3
English History	3	3

Senior	Periods	Semester Hours
No Electives		
Comparative Literature	6	6
World Classics	6	6
19th and 20th Century French Literature	6	6
General Physics	6	6
Economic and Political Geography	6	6
United States History since 1865	6	6

3 4 ½
3 2 ½
3 3 ½
3 1 ½
1 ½
13

CURRICULA OFFERED

1. A four-year curriculum preparing for teaching in the early childhood education field.
2. A four-year curriculum preparing for teaching in the elementary field.
3. A four-year curriculum preparing for teaching in the secondary field.
4. A one-year curriculum for graduates of liberal arts colleges, leading to a Bachelor of Science in Education degree.

During the first two years the emphasis is on general education to provide a rich background. Decision concerning the selection of curriculum is made at the end of the freshman year.

English, French, social studies, and history are major fields in the junior and senior high school curriculum. Each student in the secondary curriculum prepares in one major and one minor field. Any of the above fields, plus mathematics, may be a minor field. At least twenty-four semester hours must be earned in a major field and eighteen semester hours in a minor field.

DESCRIPTION OF COURSES

DEPARTMENT OF EDUCATION

Elizabeth R. Barlow
Vera M. Dowden
Elizabeth V. Foster
Grace A. Kendrick
Joseph W. Riordan
Helen G. Shaughnessy
Ruth V. Somers
John E. Sullivan
Lena A. West
Madelin A. Wilmarth

Early Childhood Education I 3 semester hours

A study will be made of the historical background and development of Nursery, Kindergarten, and Primary grades. Interpretations of the laws of learning in terms of the little child will be given through a study of materials, experiences, and activities designed to meet the needs and interests of the growing child.

Early Childhood Education II 3 semester hours

Stress will be placed upon original trends, modern curriculum, games, and reasons for unification of ideas of Nursery, Kindergarten, and Primary education. Observation at each level will be provided.

Early Childhood Education III 3 semester hours

This course includes a study of reading readiness activities together with work, play, and testing materials. Special attention is given to recent research, audio-visual aids, and various types of printed material, with practical observation of children.

Early Childhood Education IV 3 semester hours

A practical collection of materials to be used for teaching purposes is made. Music materials are studied with stress on songs, rhythms, and rhythm band at the five year level. Records which are prepared as a result of Home Visitation are reviewed.

The Improvement of Handwriting ½ semester hour

This course is intended to guide students in their efforts to improve their own writing, both on paper and at the board, until it reaches an acceptable standard for classroom work. This includes not only desirable letter forms, but uniformity of slant and size, arrangement and adaptation to purpose.

Art as Education 2 semester hours

This course is concerned with the place of art in the elementary school and stresses contemporary practices through laboratory experiences.

Curriculum Development, Methods and Materials 4 semester hours

This course serves as a preparation for student teaching. Principles of learning are developed as a foundation for principles of teaching. Emphasis is given to types of lessons, techniques of assignments and study, unit and activity planning, as well as testing, grading, diagnostic procedures, and remedial teaching. Four periods are spent weekly in class work and two periods in observation and discussion of work observed in the observation schools.

The Teaching of Handwriting ½ semester hour

This course is one of method and is based on the preceding course. Both cursive and manuscript systems are studied. Left-handedness is given careful consideration. Chalkboard practice is continued, and teaching techniques are discussed.

The Teaching of Reading 3 semester hours

Knowledge of the basic systems of reading, an intelligent use of these systems, effective techniques of teaching reading, knowledge of the use of tests in the field of reading, and a background of professional reading comprise the content of this course.

Reading in Junior and Senior High School 3 semester hours

The course concerns techniques in directing individual and cooperative reading activities on the secondary school level, diagnostic and remedial practices for insuring progressive growth in reading efficiency, and the function of reading skills in the various subject-matter areas.

The Teaching of Arithmetic 3 semester hours

In this course students are introduced to efficient techniques in teaching the various phases of arithmetic in elementary grades. They plan and make many kinds of teaching materials, and learn how to use them. They examine pupil texts and seek to discover the best ways of making arithmetic really meaningful to children.

The Teaching of Music 2 semester hours

This course offers the aims, methods, and procedures in music for elementary grades: child voice, correct tone production, correction of tonal faults, basis for selection of songs for the grades, ear training, rhythmic principles and responses, habits and skills in music training, creative units, and the study of music curriculums.

Student Teaching 12 semester hours

This course offers actual practice under helpful and sympathetic teachers in the schools of Worcester and vicinity. Members of the college supervisory staff assume responsibility for frequent supervision. The student is given opportunity to apply previously acquired theoretical knowledge, to plan lessons and assume increasing responsibility for classroom management, and to develop skill in the use of teaching techniques. During student teaching, students return to the college for class work and conferences one day each week.

Children's Language and Literature 4 semester hours

The course is designed to acquaint students with literature suitable for grades I through VIII. Consideration will be given to the functional and creative aspects of oral and written expression and to teaching procedures and learning aids which emphasize the development of language power in relation to child growth.

Nature Study 2 semester hours

This course provides the student with the knowledge basic to the teaching of nature study in the elementary grades. Nature specimens used are those obtained in the fields or such as can be readily provided in any classroom.

The Teaching of Social Studies 2 semester hours

A study is made of the aims, principles, and methods of teaching history and geography in the elementary schools. It includes a consideration of the privileges and responsibilities of citizenship. Emphasis is placed upon choice of texts and audio-visual aids, selection of material for courses of study, types of learning activities, and testing.

The Teaching of Science 2 semester hours

This course provides an overview of objectives of science teaching, curricula, materials, and teaching procedures.

Educational Seminar 0 semester hours

During student teaching the students meet in conference for discussion of general problems of the beginning teacher. Such problems as successful management, economy of time, teaching procedures, evidences of good method, personality, professional ethics, and relationships between student and training teacher and between student and supervisor are considered.

Secondary Education 2 semester hours

The objective of this course is to help the student to acquire greater knowledge and understanding of the secondary school and the needs of the adolescent pupil. Secondary education in a democracy, its historical background, its curriculum, and the community high school will be considered through readings, lectures, discussion groups, and reports.

History and Philosophy of Education 2 semester hours

A study is made of early forms of education in the United States and in foreign countries; of influences and movements that have brought about the present ideals and practices in education with emphasis upon current problems; of philosophies of leaders of various movements; and of the nature, scope, and function of various types of modern educational philosophies.

Measurement and Evaluation 3 semester hours

A practical knowledge of educational testing, measurement, and evaluation techniques for group surveys and for individual diagnosis are emphasized. Practice is given in administering, scoring, interpreting, and evaluating a variety of standard tests. Various instruments and techniques of evaluation are presented. Topics include elementary statistical procedures, characteristics of teacher-made and standardized tests, the study and diagnosis of pupil aptitudes and abilities, test selection, and interpretation of data and school programs in measurement and evaluation.

DEPARTMENT OF ENGLISH AND SPEECH

Elizabeth R. Barlow
Walter Busam
Vincent R. DeBenedictis
Grace A. Kendrick
Kathryn R. O'Donnell
Carleton E. Saunders
William L. Sullivan
Robert E. Todd

The Techniques of Written Expression non-credit

This course is required of freshman students who demonstrate the need for improvement in written communication.

The Techniques of Reading non-credit

A program of corrective instruction is provided for students whose placement in the entrance examination indicates the need for training in effective reading practices. Emphasis is placed upon vocabulary expansion, improvement of reading comprehension, and development of competence in study techniques.

English Composition I 3 semester hours

This course provides preliminary diagnostic measures to determine the specific strengths and weaknesses of the student with a review of functional grammar to develop facility in using a varied sentence structure as an aid to effective writing.

English Composition II 3 semester hours

This course is designed to improve the style of the student and to develop the ability to write such forms of contemporary non-fiction as the informative essay, editorial, book review, argument, personal essay, and research paper. Time will be spent in discussions of expository techniques and an analysis of the practice in types of expository writing.

Principles of Effective Speech 1 semester hour

This course gives a detailed study of the vowel and consonant sounds of the best American speech, stresses the elimination of bad speech habits, and provides opportunity to form the habits of good speech through frequent practice in speaking and reading and through individual conferences. Voice recording is required.

Voice and Diction 1 semester hour

First semester: This course continues the speech course of the first year. It stresses continued practice in correct speech habits and development of voice quality, pitch, rate, and volume.

Second semester: This phase of the course provides practice in public speaking. Students will have experience locating and organizing material for delivery before an audience, over the microphone, or in conversation. Such practice will include delivery of whole units of narration, description, exposition, and argumentation.

Modern Literature 3 semester hours

English and American literature is studied with emphasis on the transition from Victorian literature and on the development of modern literature.

19th Century Poetry 3 semester hours

The major poets of the Romantic and Victorian periods are studied. Emphasis is placed on the varieties of poetic form and on

the poetic content as reflecting the changing patterns of nineteenth century thinking.

Survey of American Literature 3 semester hours

The course provides comprehensive overview of the outstanding contributions of American writers and of major literary trends reflective of changing emphasis in American civilization.

Survey of English Literature 3 semester hours

This course gives a survey of the development of English literature from the Old English period through the Victorian, including the study of the background and general characteristics of each period and the reading of representative selections from various authors.

Oral Interpretation ½ semester hour

This is a continuation of Voice and Diction. Oral interpretation is given of selections of prose, poetry, and drama. Special emphasis is placed upon matter pertinent to the teaching needs of the students.

Shakespeare 3 semester hours

Representative plays are studied; Shakespeare's life and times, his predecessors, and his contemporaries are evaluated.

18th Century Literature 3 semester hours

The literature of the century is studied in two periods — the Age of Pope and the Age of Johnson — emphasizing in the first the classical tradition, and in the second, the approach to Romanticism.

Comparative Literature 6 semester hours

This course comprises a study of the major forms of world drama from the origins. Emphasis is placed upon representative authors from Aeschylus to the present time with some attention to the survival of the older forms upon the modern stage.

Contemporary Literature 3 semester hours

The course aims to provide students with a knowledge of current literary trends and with representative works of major European and American writers. Attention is given to the development of standards for critical literary judgment.

World Classics 6 semester hours

This course presents a panoramic view of the literature of the world, with minor stress on English and American literature and

that of the East. The Greek and Roman masterpieces are studied for ancient times, parts of Dante for the Middle Ages, and representative selections for the later periods.

DEPARTMENT OF FINE ARTS

Mary T. Cosgrove — Grace A. Kendrick

Art Essentials — 3 semester hours

This course is concerned with art in present day living: laboratory experiences in the art elements of LINE, COLOR, FORM, SPACE, and TEXTURE.

Exploring the Arts — 3 semester hours

This constitutes a survey of the contribution of artists, both past and present, in relation to their achievement. As a means of self-realization, exploration and achievement in art activities are given emphasis.

Music — 3 semester hours

The elements of theory and notation, terms of expression and tempo definition, form, instruments of the orchestra, and conducting constitute the major phases of this course.

DEPARTMENT OF FRENCH

Vincent R. DeBenedictis — Marguerite C. McKelligett

Advanced Study of French — 6 semester hours

Prerequisite for this course: two years of high school French or the equivalent.

This course includes a review of French pronunciation, based upon a study of phonetics and the principles of intonation; a review of grammar and verb forms with application in composition; and an introductory study of French civilization and culture.

Survey of French Literature — 6 semester hours

The objective of this course is a study of the concurrent development of French language and literature, with emphasis on the historical and social background of each period with reading of representative works.

17th Century Literature — 3 semester hours

A study is made of the development of French classicism. The lives and works of Corneille, Racine, and Moliere are stressed with intensive study of a representative play of each.

Advanced French Composition, Conversation, and Methods

3 semester hours

This course is designed to increase ability in oral and written French by an intensive review of grammar, and by oral practice based upon increased vocabulary and idiomatic content.

It also includes a study of methods and materials for the teaching of French.

19th and 20th Century Literature 6 semester hours

The course consists of a study of Romanticism, Realism, Naturalism, and Symbolism in French literature since the Revolution. Contemporary authors are discussed.

DEPARTMENT OF GEOGRAPHY

Vera M. Dowden
Robert W. Goss
Rita M. L. Morris
Earl B. Shaw

Principles of Geography 3 semester hours

The fundamental aims of this course include an emphasis upon basic geographic principles and a broad overview of the field of geography. To attain these aims the student is introduced to geographic factors in land forms, location, climate, soils, minerals, flora and fauna together with examples of their influences upon and relationships to man and his activities.

Geography of North America 3 semester hours

The primary aims of this course are two: first, to give the student an understanding of principles and techniques in the field of regional geography; and second, to broaden the student's knowledge of the continent in which the United States plays a major role. Major emphasis is placed upon natural regions in our own country.

Physiography 3 semester hours

Emphasis is placed upon the study of the earth's surface features by examining their structure, by studying the processes that have been active in their formation, and by analyzing the ways in which they affect man and are affected by man.

Climatology 3 semester hours

The major aim of the course is to gain an understanding of world climatic regions. The first half of the semester is devoted to climatic principles; during the last half of the semester the application of these principles is stressed to learn world climates. The making of climatic charts and maps forms an important element in the course.

Economic and Political Geography 6 semester hours

A study is made of the meaning of and the approaches to economic geography. Stress is placed upon the factors related to the production of world commodities and industrial products by the inhabitants of various geographical areas.

The course also includes a study of political boundaries, friction areas, location of capitals, and the political geography of individual countries. Emphasis is placed upon relationships between man's political reactions and the geographic environment — both physical and man-made.

Regional Geography — Western Hemisphere 3 semester hours

This course is a regional treatment of the political and cultural geography of the Western Hemisphere. Special attention is given to the changing character of the Anglo-American landscape and the attendant political and cultural significance of these changes. The contributions of Latin-American regions to hemispheric solidarity and their political and social problems are treated in the second half of the semester.

Regional Geography — Eastern Hemisphere 3 semester hours

The first half of the course is concerned with the nature of the Central Eurasian Barrier, its extent, and the effect of it on the countries to the north and south of it.

The second half of the semester deals with such problems as the emerging importance of the Mediterranean region of Africa and Southeast Asia. Other problems include the political and cultural developments in the Nile Basin and its margins, the eastern plateau region, the great southern highlands, and the Basin of Africa. Some attention is given to the political and social problems present in these regions.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

John F. Eager
John P. Mockler
Robert J. Patterson
Dorothy Stafford

Physical Education: Men (First Year) 1 semester hour

The development of health, poise, self-reliance, skill, leadership, and recreational interests is the purpose of the program. Opportunity to develop fundamental skills in a variety of activities is provided. The history and rules of various sports activities will be considered.

Physical Education: Women (First Year) 1 semester hour

Through a program of sports, dancing, and other recreational activities, it is expected that the students will develop poise, good posture, self-confidence, leadership, skill, and physical fitness.

Health Education 2 semester hours

Problems and practices in personal and community hygiene are studied and discussed to aid the students in personal adjustment to college life and community. Current events in health supplement the class discussions.

Physical Education: Men (Second Year) 1 semester hour

The work of the second year follows closely that of the first year. Additional emphasis is placed upon exercises and tumbling activities appropriate to the elementary and secondary school programs.

Physical Education: Women (Second Year) 1 semester hour

The work of the sophomore year in physical education continues that of the first year. It is expected that each student will work directly for her own development in poise, skill, leadership, and health, and will utilize knowledge of recreational sports in planning personal activities. Skill in the various sports activities is improved.

Physical Education: Men (Third Year) ½ semester hour

The emphasis in this course is upon such group games as quiet games, active games, singing games, and games with and without equipment. Students will have the opportunity to develop leadership by teaching and supervising several of these activities.

First Aid ½ semester hour

This is the standard first aid course as offered by the American Red Cross.

Physical Education: Women (Third Year) ½ semester hour

This course stresses the presentation and practice of teaching techniques and materials suitable for elementary school health and physical education. Students have the opportunity to learn tennis, badminton, archery, and other sports for self development.

Physical Education: Men (Fourth Year) .. 1 semester hour

Advanced techniques in the major physical education activities are stressed. Activities include discussion of the methods of teaching, coaching, and officiating, in addition to practical experiences in these areas, and a study of the importance of physical education and recreational activities in the total school program.

Physical Education: Women (Fourth Year) 1 semester hour

This course stresses the development of skill in such sports as badminton, tennis, and archery. The relationship between recrea-

tional athletics and tne high school and community is stressed and students are assisted in planning and practicing ways to carry on physical activity in cooperation with health and physical education departments.

DEPARTMENT OF HISTORY

Robert W. Goss
Francis L. Jones
S. Willis Rudy
G. Flint Taylor
Francis G. Walett
Guy H. Winslow

World Affairs 6 semester hours

The objective of the course is to acquaint the student with the major problems of world politics. Emphasis will be placed on the problems of United States foreign policy. The course will include the role of diplomacy; the factors that produce foreign policy; the recent evolution of United States foreign policy; the foreign policies of selected states; the organization for world peace; and a survey of contemporary problems by regions.

History of Western Civilization 6 semester hours

The purpose of this course is to familiarize the student with the important developments in the history of European civilization. Among the topics to be studied in the first semester are: prehistoric man and the dawn of civilization, Eastern Mediterranean civilizations, the culture of the Roman Empire, the rise of Christianity and Islam, Feudalism, church and state in the Middle Ages, the Renaissance and the Reformation; in the second semester: the commercial revolution, the expansion of Europe, the intellectual revolution, the industrial revolution, the French Revolution and its consequences, the growth of democracy, imperialism, the World Wars, the world today.

Cultural and Diplomatic History of Modern Europe 6 semester hours

The first part of the course treats of the points of view which changed the concepts of medieval mind to those of the modern mind. The second part deals with the growth of nationalism during the Nineteenth Century and the resulting economic conflicts which culminated in the First World War. A study is made of the Treaty of Versailles and its effect on economic trends. The rise of national socialism and the Second World War are considered.

United States History 3 semester hours

Topics studied in this course are European influences in the colonization of America, the American Revolution and the formation of new government, westward expansion of the United States,

the war between the states, the economic revolution — 1870-1900, reaction against the new economic forces, the breakdown of industrialism, and the "New Deal".

Ancient History 3 semester hours

This course provides for an intensive study of some of the significant periods: Egypt in the Pyramid Age, the Age of Pericles, Alexander's Empire, the Augustan Age. Under each period industry and commerce, government, art, literature, and social organization are considered.

English History 3 semester hours

This course covers the period from the Saxon Conquest to the present. Social and economic conditions as well as political history are emphasized. The modern period is stressed.

History of The United States Since 1865 6 semester hours

While this is an intensive course in recent United States history, emphasis varies from year to year because of changing national problems and policies. Units of study treated are the Civil War, the economic revolution, the Supreme Court, expansion of power of the federal government over the states, the United States and the World Wars, post-war problems, and national defense.

DEPARTMENT OF MATHEMATICS

Paul J. McCarron Joseph W. Riordan
Helen Thompson

Mathematics Review non-credit

This course is required for freshman students who show the need for improvement in their mathematical skills and problem-solving techniques.

Introduction to Mathematics 3 semester hours

This course reviews briefly high school mathematics and presents a survey of the field of college mathematics by introducing advanced trigonometry, analytical geometry, and college algebra.

College Algebra and Solid Geometry 6 semester hours

All those who plan to train as teachers of mathematics in the junior or senior high school **must** take this course as their freshman elective. This course is open to those who have had elementary algebra and plane geometry in high school. College algebra covers such topics as quadratic equations, ratio, proportion, variation, progressions, logarithms, binomial theorem, mathematical induction, permutations and combinations, probability, determinants, and math-

ematics of investment. Solid geometry treats of three dimensional relationships such as lines and planes in space, prisms, pyramids, cylinders, cones, and the sphere.

Introduction to Mathematical Analysis 6 semester hours

This course is open to those who have had college algebra and solid geometry. It is designed to give a survey of trigonometry, analytical geometry, and differential and integral calculus. Mathematics is treated as a unified whole.

Calculus 3 semester hours

This is a continuation of "Introduction to Mathematical Analysis" and is open only to those who have successfully completed that course or its equivalent. It is designed to go more deeply into the theory and application of differential and integral calculus. It includes work in the field of differential equations.

DEPARTMENT OF PSYCHOLOGY

Cornelius S. Donoghue Joseph A. Shea
Achille A. Joyal

Adjustment and Mental Hygiene 3 semester hours

The aim of this course is to assist the student to adjust satisfactorily to college life and strengthen the foundations for a wholesome personality, emotional health, and intelligent living in a modern world. It presents the principles of an introductory general psychology course and encompasses discussions, case studies, demonstrations, inventories, and individual conferences.

Child Psychology 2 semester hours

The course is centered about methods and viewpoints in child psychology, heredity and environment, maturation, growth and development of meaning, learning, social and ethical behavior, personality, and examination of the work of modern child research centers. Directed individual observation and study of children form the basis of the course. Independent case studies of elementary school children are undertaken by each student under the guidance of the instructor.

Educational Psychology 3 semester hours

A functional study is made of the problem of growth, learning, and guidance from the viewpoint of mental hygiene. Among the topics considered are: the learning processes, relationship of intelligence and achievement, personality, and adjustment to living with specific reference to teaching and special emphasis on the results of modern research.

Mental Hygiene 2 semester hours

The course includes consideration of mental hygiene of the student, the family, and the teacher. The mental health of the subnormal and the accelerated pupil as well as that of the normal pupil is considered. There is special emphasis on the dynamics of behavior of the mentally ill, the anti-social, and the individual with problems in our present day society. Observations and field trips to social agencies and institutions are arranged.

Psychology of Adolescence 2 semester hours

A general survey is made of the physical, mental, and sociomoral aspects of adolescence. Among the topics considered are the adolescent and his emotions, his interests, ideals, and ambitions. Directed individual observations and study of the adolescent form the basis of the course. Independent case studies of junior high and high school pupils are undertaken by each student under the guidance of the instructor.

DEPARTMENT OF SCIENCE

John F. Eager
Paul A. Holle
Edmund C. Osborne
Robert J. Patterson

Biology 6 semester hours

This is a general course which deals with the fundamental facts and principles of biology; studies the interrelationships of plants, animals, and man; and aims to create a better understanding of biology in relation to human health, psychology, and sociology.

Physical Science 6 semester hours

This is a survey course of the physical sciences. The aim is to give the student an understanding of the basic laws of science and a knowledge of their application in the scientific environment of today. Students are given some opportunity to manipulate scientific apparatus and to demonstrate scientific procedures.

General Physics 6 semester hours

This course includes a study of matter and physical phenomena, fundamental laws and theories, and the application of these to everyday life in the home and in industry. Each student is required to complete several individual projects in the laboratory.

Introduction to General Chemistry 3 semester hours

This is a beginning course in inorganic chemistry. It includes a careful study of the fundamental principles of science, chemical symbols, formulas, equations, structure of the atom, the periodic table, valence, methods of preparation and use of the more important elements and compounds.

DEPARTMENT OF SOCIAL SCIENCES

Robert W. Goss
Francis L. Jones
S. Willis Rudy
G. Flint Taylor

Government 3 semester hours

The course aims to acquaint the student with the principles and practices of the American government. Content includes framing of the constitution; growth through usage; evolution and functions of political parties; and the powers and functions of the presidency, the national administration, the Congress and the Supreme Court. Principles are illustrated through study of current political issues. The case method is used extensively.

Education for Citizenship 3 semester hours

This course acquaints the student with the principles of good citizenship. Particular study is made of the problems of juvenile delinquency, voting apathy, and attitudes toward state and federal law enforcement agencies.

Economics (Secondary) 3 semester hours
(Elementary) 2 semester hours

The basic objectives of this course are to enable students to understand the nature of the American economy and its persistent problems of growth and stability. Content includes analysis of the national income; the study of demand, supply, and price; the organization of industry; money and banking; monetary and fiscal policy; and international trade. The principles will be illustrated through solution of selected problems. Stress will be laid on the American economy as a whole.

Sociology (Secondary) 3 semester hours
(Elementary) 2 semester hours

This course is designed to acquaint the student with man's cultural heritage, the environmental and biological forces that shape personality, the influence of the group on the individual, the nature of social institutions, and the character of social change. Stress is placed upon contemporary American society.

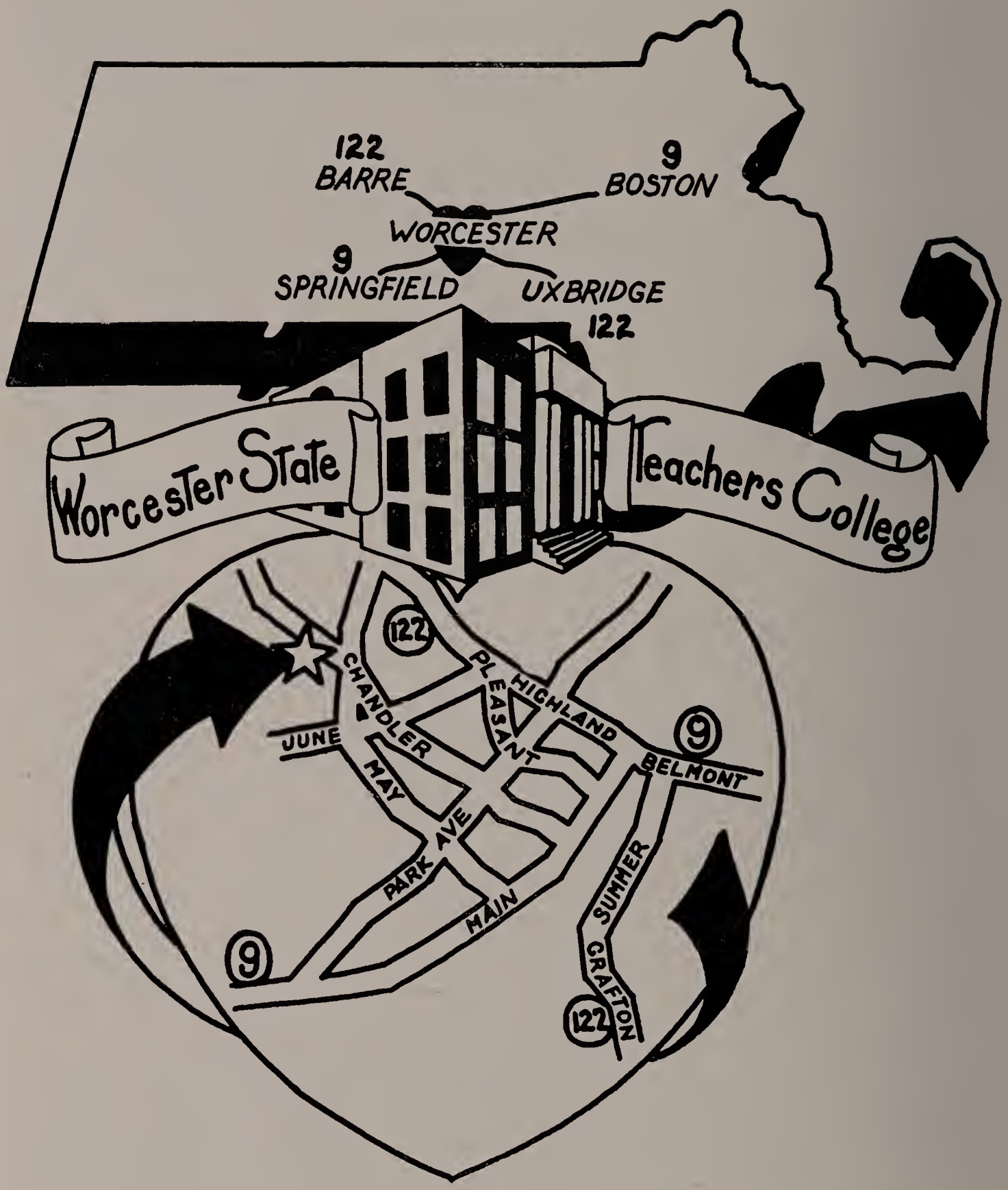
PROGRAM LEADING TO THE MASTER OF EDUCATION DEGREE

Graduate courses leading to the degree of Master of Education are offered regularly at Worcester. The requirements for the graduate degree will include thirty-two semester hours in graduate courses in each of which the honor mark of "A" or "B" must be earned. Of the thirty-two semester hours of credit required, twenty-

four must be earned in graduate courses taken on the campuses of the Massachusetts State Teachers Colleges, sixteen of which must be taken on the campus of the Teachers College at which the degree is to be granted. The remaining eight may be taken in approved off-campus extension courses or may be transferred from approved graduate schools. After admission to the program, courses taken for graduate credit at colleges other than the college granting the degree must be approved in advance.

The regulations require that a program of study must be arranged in advance for each student who is a candidate for the Ed. M. degree. The Worcester State Teachers College pattern has been constructed by its Committee on Graduate Study, and all graduate students should arrange a conference with the Chairman of the Committee at their earliest convenience.

Copies of the Regulations Governing Courses Leading to the Degree of Master of Education, and of the graduate courses being offered currently may be secured by addressing inquiries to the Chairman of the Committee on Graduate Study.


122
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9
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9
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UXBRIDGE
122
Worcester State
Teachers College
122
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PLEASANT
HIGHLAND
9
JUNE
MAY
BELMONT
PARK AVE
MAIN
SUMMER
9
GRAFTON
122